

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| 4 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| 6 | TOTAL |

2. District Per Pupil Expenditure: 10708

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 13 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K			0	7			0
1	60	57	117	8			0
2	45	59	104	9			0
3	66	43	109	10			0
4	76	63	139	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							469

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
2 % Asian
3 % Black or African American
1 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
91 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 7 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	31
(4)	Total number of students in the school as of October 1.	443
(5)	Total transferred students in row (3) divided by total students in row (4).	0.070
(6)	Amount in row (5) multiplied by 100.	6.998

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 10

Number of languages represented: 5

Specify languages:

Languages include: Ukrainian, Romanian, Serbian, Arabic and Tagalog.

9. Students eligible for free/reduced-priced meals: 24 %

Total number students who qualify: 111

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %

Total Number of Students Served: 59

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>6</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>6</u>
Paraprofessionals	<u>9</u>	<u>1</u>
Support staff	<u>5</u>	<u>9</u>
Total number	<u>43</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	97%	96%	97%	96%	96%
Teacher turnover rate	3%	3%	0%	8%	3%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

We have very low teacher turnover. Teacher turnover rates are generally due to retirements or resignations for parenting. In 2005-06, three teachers were reassigned due to changing enrollment.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

The mission of North Royalton City Schools is: To maximize student potential by providing a learning environment in which school and community support children in developing their individual abilities. North Royalton is a residential community with few commercial industries. Over the past 15 years an increase in residential development and apartments has increased our student population significantly. The district serves 4,611 students in northeastern Ohio. The school population includes students from North Royalton and a section of Broadview Heights. Our district consists of six school buildings: a preschool/kindergarten center, three elementary schools, one middle school, and one high school.

Personnel work cooperatively with two city governments in order to meet the needs of students in both communities. District committees have representatives from both cities, including residents, business partners, parents, and certified and classified staff members. Several committees also have student representatives.

Royal View was founded in 1964, with one addition of six classrooms in 1988. In 1996, our building was transformed from a 2-3 building to a neighborhood K-4 building. Due to high enrollment in 2004, redistricting was necessary to balance populations at each elementary school and kindergarten students were moved to an early childhood center. Through these transitions, Royal View has maintained its motto of "Learning and Growing as a Family." Royal View is fortunate to have outstanding support as evidenced by large numbers of parent and community volunteers on a daily basis. Last year, 4,060 volunteer hours were logged.

Royal View has received many acknowledgments for excellence. Recognitions include the Phoebe Apperson Hearst Family Partnership Award from the National PTA, the Honor Student Council Excellence Award from the National Association of Elementary School Principals, the National PTA Parental Involvement Certification of Excellence, the State Superintendent's School of Distinction (2 years), Buckeye Best Healthy School Award (3 years), state winner of the PTA Rescue Recess Award, and the 2007 Emerging School of Character awarded by the Ohio Partners in Character Education.

Royal View is unique because we offer a variety of student-centered groups. These include first grade Pride Patrol, Conflict Managers, Morning Greeters, and Royal Ambassadors. General education students assist students with multiple disabilities by volunteering to be a member of "Petty's Pals." Student Council holds community service projects throughout the year. Support groups exist to ensure students' emotional/social needs are met. Friendship Circle is for students struggling to make friends. MASH (Motivation, Academics, Social Skills and Happiness) group is for students lacking in these areas. Stepping Stones help selected students with disabilities engage in positive interactions throughout their school day.

Royal View is successful due to a focus on high academic expectations. Teachers are dedicated to the achievement of every student and are all highly trained to help students achieve their goals; 79% have attained at least a master's degree. All teachers are designated Highly Qualified by the State of Ohio.

Student achievement is recognized in a variety of ways. School-wide recognition includes: Citizens of the Month, honor/merit roll, attendance awards, and academic awards such as the President's Education Awards Program. Student leadership activities provide an outlet for student involvement, regardless of skill or interest.

Royal View maintains a family-like atmosphere with many traditions. An annual Veterans' Day celebration recognizes relatives who have served or are serving in the military, as well as community veterans. Our "Gotta Love Parents" lunch is held in September to encourage a family-friendly environment at lunchtime. A Scarecrow Festival in October and the Shamrock Shaker in March are annual family events. In June, our fourth grade students are honored by a whole school "clap-out" to recognize their transition to the middle school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

In Ohio, a state report card rates schools and districts based on 30 indicators, including achievement levels on the Ohio Achievement Test (OAT), Ohio Graduation Test levels, and attendance/graduation rates. Achievement is measured in areas such as reading, math, writing, science, and social studies. Ohio has five performance levels on the OAT for grades 3-8. These levels are limited, basic, proficient, accelerated, and advanced. Students are expected to perform minimally at the proficient level. Information regarding the state assessment system can be found at www.ode.state.oh.us.

A school-wide improvement plan, developed by teachers and parents, focuses on improving instruction and supporting all students and subgroups while attaining outstanding academic standards. Application of this plan has allowed us to maintain high academic achievement. Over a five year period, Royal View experienced consistent yearly gains in student achievement in reading and math as reported by the Ohio Department of Education (ODE).

In addition to the gains made on test scores in the general population, we are proud to note that our economically disadvantaged and students with disabilities subgroups have made significant gains on state tests over time. These gains have resulted in closing the achievement gap between all subgroups of students and the general population. To assure that all students achieve to the best of their potential, our staff has implemented a variety of interventions. These include a daily intervention period during which students work on reading and math skills. Student groups are differentiated according to need. Before and after school intervention groups meet using test support materials.

Data from 2008-2009 illustrates the high percentage of Royal View students at or above the proficient level set by the state. It can be noted that there is very little disparity between the scores of all students and subgroups.

As documented in the State Criterion-Referenced Tests' pages of this application, 100% of students in grade three passed the reading and math sections of the OAT. This includes economically disadvantaged and students with disabilities subgroups. The Ohio average in reading was 74.4%, and in math it was 81.3%.

In grade four, 98.9% of our students passed the OAT in reading, and the economically disadvantaged subgroup had a passage rate of 94.4%. The Ohio average in reading was 82%. In math, our students had a passage rate of 94.4% with economically disadvantaged students passing at 89.9%. The state average was 78.4%. If a subgroup is not listed, there were not enough students tested to create a subgroup.

Although the state performance standard is proficient, we are committed to preparing all students to perform significantly above minimum state standards. Part VII of this document indicates that 96% of our students were either accelerated or advanced in grade three reading on the OAT. In math, 79% of students achieved accelerated or advanced levels in the 2008-2009 school year. Our students attained similar scores in these levels for at least five years.

In grade four, 77% of Royal View students were either accelerated or advanced on the OAT in reading, while 80% were accelerated or advanced in math in the 2008-2009 school year. Again, our students attained similar scores in these levels for several years.

In Ohio, Value Added Data has been reported for each school for the last three years. Student growth from grade level to grade level is measured with the expectation that students will achieve at least one year's growth for one year of schooling. The ODE reports data as either below expected growth, expected growth, or above expected growth. In 2008-2009, our students moving from grade three to four achieved above expected growth in reading and math.

2. Using Assessment Results:

The Royal View principal and teachers use assessment data in a variety of ways in order to understand and improve student and school performance. At the beginning of each school year, Ohio Achievement Test (OAT) item analysis results from the previous school year are reviewed by the principal and grade level teachers. Areas of strengths and weaknesses in individual strands within reading and math are identified. From this determination, teachers make decisions regarding ways to change and refine instruction to further improve student achievement. In grade four, teachers then review student scores from grade three, along with scoring designations. By doing so, teachers can make informed decisions about instruction to help students meet or exceed a year's growth for the purposes of Value Added. The underlying purpose of this process is to help students learn and improve on challenging areas.

At the beginning of each school year, teachers at all grade levels are given information regarding the make-up of their class. This information includes standardized test data, Developmental Reading Assessment (DRA) levels, DIBELS scores, previous interventions and retentions. Teachers are also informed about students with disabilities, health issues, limited English proficiency, and those who received small group reading or math instruction. Teachers are then able to differentiate instruction using the data to best meet students' needs.

Royal View utilizes the three-tiered Response to Intervention (RtI) model. Throughout the year, grade level teams meet monthly with the principal and the reading and math small group instructors. Data on all students is reviewed. This data includes classroom performance, tiered intervention data, weekly progress monitoring, and results from math assessments, DIBELS, and DRA. Students can be moved to and from tiered intervention based on the reviewed data and team recommendations. Intervention becomes more intensive as students move through the tiers.

3. Communicating Assessment Results:

In early August, the principal, school counselor, PTA president and support staff hold a new student orientation with parents and incoming students. An overview of school expectations and student achievement is provided. Developing academic, social, and emotional growth is stressed. Parents are told that high achievement at Royal View, both day-to-day and on state mandated tests, enables students to achieve their maximum potential. We believe that it is important to convey our expectation of high student achievement in order to engage parents as partners in this process.

Before the first day of school, parents attend a curriculum night where teachers provide an overview of grade-level curriculum and academic expectations. Parents receive copies of the Ohio State Standards pertinent to their child's grade. Parents are informed of how to access an on-line grade reporting service, in order to monitor their child's progress, assignments, and assessments.

A teacher representative and the principal attend monthly PTA meetings, during which student achievement is a regular topic for discussion. The PTA newsletter is available on-line and regularly highlights students' achievements. The school web-site and teacher web pages highlight accomplishments for the community at-large.

For all standardized and state testing, a letter is written to parents to assist them in interpreting their child's test results, as well as the school's results as a whole. Parents are encouraged to review these results with both the teacher and principal.

Parent-teacher conferences are formally held twice a year, and we encourage parents to conference more often, if needed. Teachers regularly send home newsletters highlighting classroom events and curriculum.

The Curriculum Advisory Council, composed of members of the community, teaching staff, administrators, and student body, regularly highlights school accomplishments in curriculum achievement. Our district newsletter, distributed to the entire community, along with local media, highlight each school's accomplishments.

4. Sharing Success:

The Royal View staff is proud of our accomplishments and is always willing to share our strategies for success. Staff meetings and in-services provide opportunities for participation in collaboration and development. Professional development includes both presentations by outside experts, as well as staff members with expertise in specific areas. This sharing takes place within Royal View and throughout the district. Early release days also provide a vehicle for this forum.

Teachers frequently up-load SMARTBoard curricular lessons and activities on the district server so that other staff members in the district can access and utilize the standards-based lessons. Assessment mapping information, formative assessments, positive behavior support systems, guided reading information, writing support materials, and a rubric used for rating language development of limited English proficient students are other areas in which we have shared our expertise. In addition, Royal View has had visitors from other districts who observed the RtI process in action, as well as the reading intervention program.

Royal View will continue to share and enhance collaborative efforts with staff members across the district, as well as other interested districts. Sharing of best practices that positively impact student achievement will continue to be encouraged. Furthermore, we have plans to augment the current website by displaying selected teaching strategies, improvement plans, and other support systems which staff members have successfully implemented. We anticipate that more districts will look to us for guidance should we be named a Blue Ribbon School.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Royal View's core curriculum is based on the Ohio Academic Content Standards in all subject areas, including Language Arts, Math, Science, Social Studies, Music, Art, Physical Education, Library and Technology. Research-based and evidence-based instructional strategies form the basis for all teaching practices. The majority of staff members have a master's degree in related educational fields and use their expertise to ensure high standards are met and excellent student achievement is attained.

The language arts and reading program are integrated, and reading takes place in all content areas. Essential skills are taught with a variety of approaches, including guided reading, writer's workshop, daily edit, and journal and formal writing. In math and science, writing takes place through journaling and extended response. The reading skills of summarizing, inferring, and retelling are demonstrated through the explanation of math problem-solving strategies and scientific concepts.

In math, a hands-on approach is pervasive in each classroom at all grades. A focus on math facts, problem solving and mathematical reasoning is emphasized. Curriculum compacting and differentiation are utilized regularly across the grade levels to insure that all students are working at their instructional level.

The Royal View science curriculum is integrated with math and reading. The instructional approach is based on investigation. Our pedagogical emphasis is on scientific inquiry, exploration, discovery, and problem solving.

The instructional approach in social studies includes: simulations, role-playing, a living wax museum, virtual field trips, and web quests to enrich instruction. Exploring artifacts and making real life applications from historical events is also a key component. The curriculum focuses on geography, culture, history, government, and citizenship.

The general music program at Royal View School integrates vocal music into a wide variety of experiences including: sol fegge, note reading, and developing historical and cultural references. Orff instruments provide hands-on instrumental experiences at all grade levels. Fourth-grade students play the recorder to reinforce note and rhythm reading. Movement experiences are integrated regularly. Music instruction and activities purposefully reinforce reading and general classroom curriculum.

Art is a multi-faceted program. Topics that deal with social studies and history concentrate on the study of world-wide cultural groups. Math, reading, and science skills are woven into the art curriculum. Technology is implemented daily through the use of the SMARTBoard, document camera, and interactive websites. This technology helps create a virtual museum within the art classroom providing students with the opportunity to discuss aesthetics and express their feelings about a piece of artwork. Culminating activities result in student-created projects.

The physical education program at Royal View includes elements of movement, wellness, making healthy choices, and good nutrition. Intramural sports enhance and support daily instruction. A goal of physical education instruction is to increase daily physical activity for every student. Royal View has been the proud recipient of the *Buckeye Best Healthy School Award* in the state of Ohio for the last three years.

In the Media Center, students learn to locate and select reading materials and are introduced to online reference resources. Our media specialist also assists colleagues in locating/acquiring needed materials and collaborates with colleagues to support the larger school curriculum.

Because we live in a technology-driven society, students at Royal View are provided with daily technological opportunities. SMARTBoard use within classrooms is a regular part of instruction. Students also receive weekly instruction in a computer lab and have the opportunity to apply new computer skills within the regular classroom. Interactive student response systems and web-based assessments are a component of formative assessment.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Because reading is the foundation for all life-long learning, the reading program at Royal View is both diverse and research-based. The program encompasses the five main components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension. Instructional approaches include guided reading, shared reading, and whole group reading. We utilize a variety of sources for differentiation, such as leveled books, trade books, on-line reading resources, and the district-adopted reading anthology.

In grades one and two, phonemic awareness and phonics are taught through direct instruction, letter/word manipulation, and applied in context. Mini-lessons reinforcing phonic skills are taught in the upper grades.

Teachers have volunteered to pilot vocabulary programs to enhance and support success in reading. Testing vocabulary is taught in all curricular areas so that students are familiar with and skilled in the use of this vocabulary during testing. The goal of fluency is pervasive in all areas of reading. It is directly taught, and monitored, through the use of the DIBELS screening tool. Instruction focuses on choral reading, poetry, paired reading, reader's theater, and sight word recognition. Comprehension is the ultimate goal of all reading instruction. Prediction, inference, cause and effect, summarizing, and retelling are taught and practiced.

We have implemented a reading intervention program for students experiencing difficulty in skill areas. Students needing support are serviced through a combination of pull-out and in-class support. In-class support involves flexible grouping to differentiate instruction within the classroom. Instruction is driven by DRA scores and progress monitoring is conducted regularly. Royal Readers, a community volunteer program, provides additional intervention for struggling readers.

An enriched language arts program services students in grades three and four. Students demonstrating superior cognitive ability, and achieving above the 95th percentile nationally in reading on standardized tests, qualify for this program.

3. Additional Curriculum Area:

Mathematical skills are introduced, taught for mastery, reviewed, and built upon over time. The curriculum consists of number recognition, number sense and operations, measurement, geometry and spatial sense, patterns, functions and algebra, data analysis and probability. These skills are taught through representation, problem solving, and deductive reasoning. Students begin learning math through concrete experiences and progress to abstract mathematical concepts. Instruction in math highlights relevance and daily application.

Math fact competence is assessed through leveled timed tests, and student mastery is celebrated with a personalized star on the "Math Magician" wall. A list of common math vocabulary terms used in testing is introduced in first grade and utilized through fourth grade. Teachers identify, teach, and reinforce effective strategies used to approach problem solving across the curriculum. Students demonstrate these techniques in

day-to-day work. Students are taught to communicate their understanding of problem-solving situations in writing. To facilitate differentiation and compacting, teachers use an assess-plan-teach model.

Several supplemental clubs, materials, and activities are available for students to support math instruction. Math Clubs for grade three and four students have been in existence for over a decade. The focus of Math Club is enrichment in the math curriculum with a variety of interactive activities concentrating on higher level thinking. The PTA parents help support learning in all grade levels through the Math Superstar program. This program provides students with additional skills practice. Students are rewarded for their full participation in this optional program.

Individual on-line assessment provides data to help determine areas of strengths and weaknesses. Students performing below expectations are provided with intervention in small group settings. Progress monitoring takes place weekly to chart student growth. Monthly, the grade level teams, the intervention teacher, and the principal analyze the collected data.

4. Instructional Methods:

Beginning in 1998, the Royal View staff and parent community developed and implemented a school improvement plan in reading, writing, math, and science. This plan, revised over time, continues to serve as the backbone and driving force of instruction at Royal View. Our goal is to provide excellent instruction for all skill levels.

Instruction is differentiated in four distinct ways: by content/topic, by process/activities, by product, and by manipulating the environment or accommodating individual learning styles. Learning modalities are taken into consideration when making decisions about differentiation. Curriculum compacting is utilized in spelling and math to meet the diverse needs of exceptional students.

Socio-economically disadvantaged, special education, and limited English proficient (LEP) students receive specialized attention as needed. Students eligible for free/reduced price meals represent 24% of the student population and are randomly distributed among all homerooms. Therefore, classroom teachers regularly provide intervention within the classroom setting. Besides utilizing best practices and providing research-based instruction, teachers offer scaffolding, re-teaching, and individualized support as needed.

Special education students comprise 13% of the student body. We utilize a combination of inclusion and resource room settings to meet individual needs. Teachers utilize grade level curriculum, as well as specialized research-based reading and math programs, in order to meet the needs of these students. The curriculum and high expectations for the special education population does not differ from that of the general education population. We are proud to say that student achievement within this subgroup is commensurate with the general education population.

We serve a small LEP population. LEP students can qualify for small group instruction. Students work toward attaining English proficiency and receive guidance as they adapt to cultural changes and differences. A variety of resources are available for their use, such as: web-based programs, real-life application, dialogue practice, and other research-based programs.

5. Professional Development:

High quality professional development is ongoing and pervasive at Royal View. All staff members are trained in Response to Intervention (RtI). Through this nationally recognized and research-based intervention model, teachers have created a well-integrated system of instruction/intervention guided by child outcome data. High-quality instruction and interventions are matched to student need, and frequent progress monitoring is used to make decisions about changes in instruction or goals. We believe our ongoing

professional development has resulted in refinement of our instruction. This, in turn, has contributed to high student achievement.

Through curriculum and assessment mapping, the academic content standards were organized around power standards. This enables a consistent approach, timeline, and assessments between grade-level classes, thereby supporting student achievement.

The use of DRA/Running Records, DIBELS/AIMSweb screenings, and research-based reading programs enable teachers to assess student reading levels. This allows for differentiation in reading instruction while helping students master the academic content standards.

Training in data analysis provides the foundation for instructional decision-making. As data has been utilized on a regular basis, teachers have become more proficient and adept at identifying student needs.

Curriculum compacting allows teachers to provide enrichment for students who already have attained mastery in selected curricular areas.

All teachers currently using SMARTBoards in the classroom setting are trained to use the SMARTBoard technology. This training was leveled to meet the needs of each teacher depending on previous skill. Some paraprofessionals have also been trained in the use of the SMARTBoard in order to support students in the classroom.

Recognizing that behavior management is vital to student learning, it has been integrated into the RtI process. Through professional development, the Royal View staff formulated a multi-leveled approach to behavioral interventions. Students and parents have been provided with a concrete plan which illustrates appropriate behavioral expectations in various school settings.

6. School Leadership:

As the facilitator of school improvement, the school principal, Dr. Andrea Lasko, ensures that policies, programs, relationships and resources focus on student achievement. As an educational leader, she has established a climate of learning that will continue well into the future. Dr. Lasko makes certain that the instructional content taught within the building is aligned with Ohio Academic Content Standards. She monitors instruction for effectiveness, and understands and supports the teaching staff as they plan and implement research-based professional development. Dr. Lasko is at the vanguard of implementing upcoming state initiatives so that the staff is prepared for what is to come and is poised in a leadership role in addressing change.

Leadership is not limited to the principal. Distributed leadership is evidenced by grade level team leaders who share responsibility for curricular needs and the day-to-day running of the school. Distributed leadership also occurs with staff members who choose to share their expertise. Teachers across all grade levels take responsibility for what occurs in their classroom. Special area teachers take an active role in ensuring that their content area is represented as decisions are made about students. Support staff members strive to collaborate with the teachers and principal to create a productive school environment. A building advisory committee composed of teachers and Dr. Lasko use consensus decision-making to address staff member questions and concerns.

The strength of the Royal View staff lies in addressing the needs of the whole child. Dr. Lasko and all staff members advocate high levels of learning for all students and make recommendations for the good of the school. We are united in the common goal of ensuring that the social and emotional growth of students goes hand-in-hand with academics. This is aptly portrayed in our school motto, "Learning and growing as a family."

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Ohio Achievement Test

Edition/Publication Year: 2008-2009

Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	100	98	99	93	96
% Accelerated and Advanced	79	76	78	65	79
Number of students tested	134	87	112	100	110
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	1	0	0
Percent of students alternatively assessed	2	0	1	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% At or Above Proficient	100		93	85	94
% Accelerated and Advanced	60		47	61	75
Number of students tested	25		15	13	16
2. African American Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
4. Special Education Students					
% At or Above Proficient	100		100		94
% Accelerated and Advanced	89		83		75
Number of students tested	18		12		16
5. Limited English Proficient Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
6. Largest Other Subgroup					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					

Notes:

Students taking the Alternate Assessment were students with either multiple disabilities or mental retardation whose condition warranted an Alternate Assessment due to the limited use of language, writing or other facilities. Fields not filled in indicate that the subgroup was less than 10.

Subject: Reading
Edition/Publication Year: 2008-2009

Grade: 3 Test: Ohio Achievement Test
Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	100	100	96	92	99
% Accelerated and Advanced	96	89	92	80	89
Number of students tested	134	87	112	100	110
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	1	0	0
Percent of students alternatively assessed	2	0	1	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% At or Above Proficient	100		80	77	100
% Accelerated and Advanced	88		67	62	88
Number of students tested	25		15	13	16
2. African American Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
4. Special Education Students					
% At or Above Proficient	100		92		100
% Accelerated and Advanced	83		83		75
Number of students tested	18		12		16
5. Limited English Proficient Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
6. Largest Other Subgroup					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					

Notes:

Students taking the Alternate Assessment were students with either multiple disabilities or mental retardation whose condition warranted an Alternate Assessment due to the limited use of language, writing or other facilities. Fields not filled in indicate that the subgroup was less than 10.

Subject: Mathematics
Edition/Publication Year: 2008-2009

Grade: 4 Test: Ohio Achievement Test
Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	94	96	96	97	90
% Accelerated and Advanced	80	70	74	70	46
Number of students tested	90	115	103	114	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% At or Above Proficient	89	85	92	100	86
% Accelerated and Advanced	56	54	75	62	36
Number of students tested	18	13	12	13	14
2. African American Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
4. Special Education Students					
% At or Above Proficient		100	82	100	73
% Accelerated and Advanced		70	73	64	27
Number of students tested		10	11	14	15
5. Limited English Proficient Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
6. Largest Other Subgroup					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					

Notes:

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Subject: Reading
Edition/Publication Year: 2008-2009

Grade: 4 Test: Ohio Achievement Test
Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	99	97	93	95	95
% Accelerated and Advanced	77	65	69	60	61
Number of students tested	90	115	103	114	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% At or Above Proficient	94	85	100	85	86
% Accelerated and Advanced	50	39	75	39	64
Number of students tested	18	13	12	13	14
2. African American Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
4. Special Education Students					
% At or Above Proficient		100	91	100	80
% Accelerated and Advanced		40	36	43	33
Number of students tested		10	11	14	15
5. Limited English Proficient Students					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					
6. Largest Other Subgroup					
% At or Above Proficient					
% Accelerated and Advanced					
Number of students tested					

Notes:

Students taking the Alternate Assessment were students with either multiple disabilities or mental retardation whose condition warranted an Alternate Assessment due to the limited use of language, writing or other facilities. Fields not filled in indicate that the subgroup was less than 10.